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ABSTRACT

In the fall of 1968, the University of Minnesota Center for Curriculum Studies funded a program for New Careerists operating as Cultural Education Specialists whose function was to cooperate with faculty members on an equal-status basis. Criteria for selection were a minority or poverty background, sympathy with minority communities, and ability to communicate and articulate ideas to students. Functions of the Specialists included modification of the curriculum, organization of class materials, participation in discussions with students both in and out of class, and presentation of lectures. Specialists were used in 2 cultural-related education courses, a dentistry course concerning effects of environment upon dental hygiene, a community live-in project for social work students, a sociology course on crime and delinquency, and courses dealing with Indian history, art, literature and music. This evaluation report relates research findings from the 1968 fall-quarter pilot program to experiences of the winter and spring quarters; it also suggests tentative conclusions regarding the project and provides suggestions concerning the possible future of the project. Appendices provide details about the research format, questionnaires and interview schedules, and certain findings in tabular form. (JH)

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EVALUATION REPORT OF THE 1968-69 UNIVERSITY OF MINNESOTA CULTURAL EDUCATION SPECIALIST AND ASSOCIATE PROGRAM: INDIAN AMERICAN AND AFRO-AMERICAN ASPECTS

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University of Minnesota

EVALUATION REPORT OF THE 1968-69

UNIVERSITY OF MINNESOTA

CULTURAL EDUCATION SPECIALIST

AND ASSOCIATE PROGRAM:

INDIAN AMERICAN AND AFRO-AMERICAN

ASPECTS

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EVALUATION REPORT OF THE 1968-69 UNIVERSITY OF MINNESOTA CULTURAL EDUCATION SPECIALIST AND ASSOCIATE PROGRAM: INDIAN AMERICAN AND AFRO-AMERICAN ASPECTS

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CONTENTS

Introduction.....1

The Fall Quarter, 1968 Use of
Cultural Education Specialists.....4

Use of Specialists in H. Ed. 90,
School and Society.....5

Use of Specialists in H. Ed. 110A,
Intercultural Education: Indian American Populations.....5

Use of Specialists in the Community
Live-In Project.....6

Use of Specialists in the Dentistry Course.....6

Evaluation of Specialist roles by
participating professors.....7

Student response from H. Ed. 90,
School and Society.....8

Demographic make-up of the class.....8

Perceived value of the program to students.....9

Perceived utilization of the
Specialists in class.....9

Perceived overall competence of the Specialists.....9

Recommendations from the fall quarter
research project.....9

Winter and Spring Quarters.....11

Social class structures and
latent racism.....11

Continued high spirit of Specialists.....13

Building a Specialist progression ladder.....14

Program continuation.....15

Budgeting.....15

Introduction

Bringing a sense of relevance and vitality to course work dealing with community problems presents an interesting challenge to the concerned faculty member. A major problem in all on-campus courses concerned with the community and its problems resides in the absence of minority faculty to teach these courses.

In the fall of 1968 interested faculty at the University of Minnesota discussed the possibility of using New Careerists as consultants in course work in which social problems, poverty, and race were studied. It was assumed that New Careerists, properly chosen for personal knowledge of inner-city life and for the ability to express this knowledge to students would be able to contribute a fresh and vigorous component to the conventional presentation of many on-campus courses. Out of the discussions held by faculty and others came a project known as the Cultural Educational Specialists Program. The program was funded on a trial basis by the University of Minnesota Center for Curriculum Studies, and provided that selected New Careerists be bound to the University by a letter of agreement and paid $100 per month (or $300 per quarter) for their services to a particular class or research project. In every case, it was understood that New Careerists operating as Cultural Education Specialists (CES) would cooperate with faculty on an equal status basis - that is, Specialists were not to be seen as teaching assistants or the like, but as tandem teachers or tandem researchers working with faculty in an egalitarian manner. It was assumed that this kind of relationship was necessary for the full utilization of Specialist experiences and talents. In the past, many professors at the University of Minnesota have utilized community speakers and consultants for their classes and research projects. But a major problem with this style of utilization has been the episodic nature of community involvement with the classroom and

with research projects. Therefore, the CES program was designed to provide continuity in community relations to the University on a pilot basis.

In the fall of 1968, school administrators in the Minneapolis Public School System were asked to provide the University of Minnesota Center for Curriculum Development with application forms from interested New Careerists who might wish to become Cultural Education Specialists. School administrators and supervisors of New Careerists were asked to recommend "persons who are qualified to provide services based upon their life experiences as minority persons or non-minority persons who have experienced poverty." From this application process about twenty forms were secured which were placed on file for review by interested professors in the offices of the Center for Curriculum Development. Of these twenty applications, five were selected by interested faculty for teaching and research projects under letter of agreement for the fall quarter, 1968. The twenty New Career aides who provided applications were asked questions pertaining to age, sex, marital status, number of children, ethnic background, identification with the ethnic community, and community activities.[1] From these twenty respondents, 18 strongly identified with an ethnic or poverty community; 16 were very active in residence groups; and all but one expressed an intention to pursue a career in teaching (9), social work (6), or some related means of reaching the poor with social services. Most of the applicants were at least 30 years of age, were or had been married, and in three quarters of the cases were black.

The first two Specialists were chosen to work in education courses: The School and Society for undergraduates (numbered H. Ed. 90 in the College of Education) and Intercultural Education: Indian-American Populations (numbered H. Ed. 110a in the College of Education). Three major criteria were employed for Specialist selection for these two courses: ethnic background, sympathy

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[1]See the Appendix for the complete application format.

with minority communities, and ability to communicate and articulate ideas to students. Later Specialists were selected to work with social work students participating in a community live-in project; in the School of Dentistry in a course concerning the effects of environment on dental hygiene, and the attitudes of poverty residents to dental care; in sociology in a course on crime and delinquency; and in General College courses in social studies classes dealing with Indian history, art, literature and music.

This pilot project was evaluated by Nanceye Belding through the Center for Urban and Regional Affairs, which also had an interest in the project. From the experience of the fall quarter of 1968, Miss Belding stated:

> It appears possible to conclude that the idea of employing community people for active participation in the educational process at the University of Minnesota can be and was successfully instituted, in that professors were stimulated to creative uses of Specialist talents; undergraduate education students responded positively to the learning experience; and Specialists themselves felt that the experience was enriching and broadening for them personally.

It was expected by Miss Belding that the use of the particular talents and insights of New Careerists would be expanded into other teaching and counselling roles, and that the cooperation of other employing agencies would be sought to enlarge the possibilities for further participation of New Careerists in various University projects. Since the research project funded by the Center for Urban and Regional Affairs was only sustained for the first quarter of the Cultural Education Specialist Program, much of the material contained in this report and several of the suggested findings will be based upon two quarters of less carefully researched and codified project experience. But in essence, the quoted findings from Miss Belding's fall research project hold essentially true for the remaining two quarters of the project which could not be funded for research. In this brief report, we will expand upon Miss Belding's fall quarter findings, relate these research findings to the experiences of the winter and spring quarters, suggest tentative conclusions regarding the project, and provide suggestions concerning the possible future of the project, particularly

in the academic year 1969-1970. The report will conclude with a section of appendices which will provide the interested reader with details about the research format, questionnaires and interview schedules, and certain findings in data form.

The Fall Quarter, 1968 Use of Cultural Education Specialists

In recent years certain programs have been designed to bring people from "low income communities" into jobs as paraprofessional trainees in teaching, social work, and related occupations in education and social service. It was hoped that many of these people would eventually gain entry into full-fledged professional careers, through various types of training and education. This hope was tied to planned institutional changes leading toward the development of "new careers", especially in human service occupations. This goal is still far from realization. However, in the Minneapolis New Careers Program there are people who have spent over a year working for the public schools as teacher and social work aides while attending classes at the University of Minnesota. Administrators of the New Careers Program have noted that there are many New Careerists in this group who feel a strong identification and empathy with the minority community in which they live, and yet at the same time possess remarkable verbal abilities which they are eager to use in helping professionals to interpret the needs and attitudes of the poor.

A group of professors at the University who have followed the New Careers Program with interest decided that these people had something to contribute to the university classroom in which problems of poverty and of minorities were studied. For some time certain professors have episodically drawn upon the professional resources of the community to give guest lectures. It was now felt, however, that such experiences should be rewarding and cumulative for the community person. The person ought to feel that he played a vital part in the structuring of the course and the generation of student response;

he ought to enjoy equal status with professors; he ought to be paid for his services; and, if possible, he ought to obtain a partial work release from his demanding role as New Careerist.

In the fall of 1968 a small number of New Careerists were selected by professors to work with them throughout the quarter on a consultant basis rather than as teaching assistants. The combined efforts of University and Minneapolis public school administrators resulted in the securing of sufficient funds for 1968-69 in which to pay a maximum of twelve people for one quarter each, the sum of $100 per month. The schools agreed, with permission of the immediate supervisor, to allow a work release with pay of up to 5 hours per week. Although it was originally hoped that twelve persons could be hired during the first quarter, this did not work out. The funds were not secured until early September, and by this time many professors had already planned their fall course schedules. A total of five aides were selected, and contracted to work for four professors. This report is a documentation of their experiences during the Fall Quarter, 1969.

Use of Specialists in H. Ed. 90, School and Society

The professor listed the functions of the two Specialists as: modification of the curriculum, organization of class materials, participation in class discussions, presentation of lecture, and discussing course problems outside of class hours. The usual approach to the class was a lecture, dominated by the professor, and a discussion period in which the Specialists were heavily involved. They answered questions relating to various kinds of inner-city school problems - discipline, communication, community involvement.

Use of Specialists in H. Ed. 110a, Intercultural Education: Indian American Populations

The lecture generally was given by the professor and took up about half of the class period. It dealt with sociological concepts which relate to the problems of urban Indian populations. The professor listed the areas of

Specialist participation as: modification of curriculum, organization of class materials, participation in class discussions, presentation of lecture, advising students or discussing course problems outside of class hours, and administering or grading tests. The usual manner in which class proceeded was a 75 minute lecture, followed by 90 minutes arranged by the Specialist in which one or several community persons acquainted with problems of city Indians would address themselves to a topic planned by the Specialist, and answer the questions of the class.

Use of Specialists in the Community Live-In Project

Eight social work students, four men and four women, lived in a south Minneapolis ghetto community during fall quarter in an attempt to learn first-hand what the problems and life experiences of the resident poor were actually like. The Specialist, a middle-aged Black male who had resided in Minneapolis for years, served as interpreter to the students, as community liaison. He tried to get them involved in meetings of community action groups, and to explain some of the feelings of southside residents. The kinds of formal work done frequently were listed by the professor as: organization of class materials, participation in class discussions, and advising students or discussing course problems outside of class hours.

Use of Specialists in the Dentistry Course

A professor in the School of Dentistry was planning a course to be given in the spring quarter concerning the effects of environment upon dental hygiene. She enlisted the services of the same Specialist who worked in the community live-in project, and described his work as "consultation" and "providing information about the low-income community." In planning the course, the professor felt that the Specialist's comments were of use in several ways which could be utilized further by the School of Dentistry: helping the faculty to contact minority group persons, sensitizing them to minority group attitudes regarding dental care, and reaching the community with information regarding

the "values, needs, and opportunities available" in dentistry.

Evaluation of Specialist Roles by Participating Professors

Each of the three participating professors was asked, "What do you see as the primary value(s) in utilizing Specialists at the University?" Although the responses varied in specific content, there was unanimous agreement that the greatest educational asset of the Specialist was his ability to serve as a two-way bridge between the academic community and the minority or poverty community. One professor noted in addition that his liaison role could lead to a lessening of the racial and class biases (partly unconscious) held by the professor himself, thus enriching the knowledge of both students and professors. Also, each of the professors felt that the Specialist had broadened his own horizons and developed his abilities through his service. The only exception to this occured when the Specialist who was "shared" felt that he deserved double payment for the time he put in. Because of a misunderstanding he did not, however, receive extra money. Such situations can be prevented in the future by assigning each Specialist only to one person in any given quarter. New Careerists already have a heavy work load as students and aides, but most are willing to contribute maximally if the Specialist role is clearly defined and maintained within reasonable time limits.

The professors praised the competence of their Specialists highly. Mrs. A in Dentistry stated, "His help was very valuable and worthwhile." The other professors ranked each Specialist on the kinds of work performed. The social work Specialist was rated as excellent in class discussion, and good in organization of class materials and advising students (possible rankings were: excellent, good, average, fair, poor). Specialists in the School and Society class were rated excellent on all categories except organization of class materials and presentation of lecture, which were "good." The Specialist in Intercultural Education: Indian American Populations was rated excellent in all categories except presentation of lecture ("good")

and advising students ("average").

In sum, all participating professors were enthusiastic about both possibilities and results in this sustained attempt to confront students and the educational process with persons from low income communities. And given the articulateness and humanism of the Specialists chosen, it appeared that the more challenging the role assigned, the more rewarding were the results for professor and Specialist alike.

Student Response from H. Ed. 90, School and Society

At the time of the final examination in this undergraduate education course a brief questionnaire was administered to the students. It contained questions on the demographic makeup of the class, on opinions concerning the value of the Specialists in the class, on how the class perceived overall Specialist utilization, and how the class perceived overall Specialist competence. The findings are summarized below.

Demographic Makeup of the Class

Most of the thirty-six class members were young, middle class white adults. Persons ranged in age from twenty through thirty-nine years; the mean age was 23.5 - over half of the class was just 21 years old. About seventy-eight percent of the class was female, with only eight males enrolled. Sixty-nine percent of the class was single, with eleven married students. No one was divorced, separated or widowed. These breakdowns are in sharp contrast to corresponding figures for a class made up of New Careerists, where most persons fell into the last four categories. Everyone in the School and Society class was of European descent, again in contrast to the New Careerists pool from whom Specialists were chosen. Nearly half of these persons were black. On a question regarding "your occupation or intended occupation", all student responses fell into the "professional" category. Since this was a course in education, most of the students intended to be teachers.

Perceived Value of the Program to Students

All respondents felt that Specialists did have a unique contribution to make to this course. In terms of the area in which the Specialists contributed, only two persons felt that the area was "textbook or lecture materials." Thirty-one persons - eighty-six percent of the respondents - felt that contributions were made through the Specialists' "sensitivity to human behavior." The same number of persons felt that Specialists had knowledge to contribute concerning "a cultural or ethnic group in this country." One person also wrote that he felt another contribution made by Specialists was the "improving of education in the inner city schools."

Perceived Utilization of the Specialists in Class

The greatest concurrence of opinion was that Specialists frequently participated in class discussions. On the other items, "curriculum planning or overall course design", "organization of class materials or lecture notes", and "advising students or discussing course problems outside of class hours", about half of the responses indicated that the Specialist did work in these areas, and most of the remaining responses were in the "don't know" category.

Perceived Overall Competence of the Specialists

Over half (fifty-two percent) of the class rated the overall competence of Specialists as "excellent." Another thirty-eight percent rated competence as "good." Only two persons rated competence as "average", and no one rated competence as "below average". In addition, one person wrote in that he felt the Specialists were making a unique contribution to the educational system.

Recommendations from the Fall Quarter Research Project

From experiences in the fall quarter of 1968, it appears possible to conclude that the idea of employing community people for active participation in the educational process at the University can be successfully instituted, in that 1) professors were stimulated to creative uses of Specialists' talents;

2) undergraduate education students have responded positively to learning experiences where Specialists were involved; and 3) Specialists indicated that the experience was enriching and broadening for them personally.

An important factor in these initial successes was undoubtedly the impressive qualifications of the Specialists who were selected. They were leaders of their own communities who came highly recommended by the professionals with whom they worked as teacher aides: they were able to adequately articulate the problems of the poor community. This is not to say that there are very few community people who could be functional Specialists. In fact, the hurried application process conducted early in the fall turned up over a dozen, in addition to those selected, who showed equal promise. Yet, while it is important to remember that the above selection criteria are not possessed in equal measure by all poor people, it is astounding to discover that such a hurried canvass could produce so many undoubtedly qualified persons!

Winter and Spring Quarters

The Cultural Education Specialist Program continued on the same basis during the winter quarter as in the preceding quarter. About the same number of Specialists were employed, and about the same duties were performed by Specialists. In the winter quarter a new experience for Specialists began when they came into contact with large numbers of graduate students for the first time. Most of these graduate students were concentrated in one class. Two Specialists were assigned to this class, and from the beginning it was evident that their adjustment problems would be different and perhaps greater than in previous experiences.

Social Class Structures and Latent Racism

Two fundamental goals of the Cultural Education Specialist Program have been to acquaint students and Specialists with social class and racial backgrounds different from their own experiences. The graduate students who encountered the two black Specialists in the winter quarter class just noted offered a formidable challenge. How could the learning process be enhanced through the use of two black Specialists trying to "teach" approximately forty masters and doctoral candidates specializing in education? This question was never adequately resolved. From the first, the Specialists associated with this class were nervous about the formidable problem presented to them. The graduate students themselves were also confronted by a situation that was entirely new to them. Unfortunately, many of the graduate students in the course reacted with bewilderment and irritation to the idea that two uneducated black men had anything of particular importance to say to them about formal education. These attitudes were made apparent early in the quarter and were sustained through the remainder of the quarter. As the Specialists became more aware of the pervasive feeling of the graduate students, they became less will-

ing to take an aggressive role in communicating with the students. One Specialist solved his problem by working with a "splinter group" of CLA undergraduates who were members of the course. This group met apart from the larger class and discussed the class lecture and reading material in a seminar environment. Here, the Specialist was able to find a role for himself and to be accepted by a number of students who wished to hear of his experiences and to consider his suggestions for school reorganization and change.

The second Specialist, finding himself alone in the class dominated by graduate students, ended on a note of quiet withdrawal from the class but fortunately not from the instructor. The difficulties of the Specialist were discussed many times in private, and he realized that the communications barrier had nothing fundamental to do with his own personality, but instead was related to the graduate students' perceptions of a "properly qualified" college teacher. The class instructor and the Specialist agreed that the graduate students did not see ample virtue in the fact that the Specialist was black, of a poverty-level background, and able to articulate his life experiences. They found him to be unacceptable because he was unlicensed as a professional instructor, and perhaps further unqualified <u>because</u> of his ethnic and social class background. <u>It is important to note that many of the graduate students in the course were full-time principals, assistant principals, and superintendents in various Twin Cities metropolitan area school systems</u>.

Overall, the Specialists who worked with this class did not come away embittered by their experience. They were, like the instructor, the wiser for their involvement. A third Specialist, a black woman, also met resistance in an undergraduate course where some highly vocal students regarded her as overly militant. This woman, who enjoys a reputation for moderate and pleasant emotional relationships with others, found herself startled by the responses of

some students. As she attempted to probe the responses throughout the quarter she remarked increasingly that she found "some of these students to be impossible". The end of the quarter found her to be somewhat more militant in her outlook on race relations than she had been prior to the start of the winter quarter. Again, some students in the class where the Specialist worked found themselves unable to accept her because of her "lack of qualifications" and, we assume from private talks with some of the students, her "low class" background. These kinds of student impressions should not be unexpected and do reveal the very core value of the Cultural Education Specialist Program itself: the uncovering and delineation of social class and ethnic barriers that operate at all levels of formal education to prevent effective teaching and learning. Therefore, the "negative" experiences of some Specialists and some students should only serve to point up the need for more, not less, contacts of the kind that the Specialist Program made possible. The drawing together in a dialogue context of minority people, and students from the white, middle class majority society offers one avenue for the resolution of class and race differences that manifest themselves devastatingly in formal education, especially in the early school years.

Continued High Spirit of Specialists

Despite the problems just sketched, the general feeling of the Cultural Education Specialists in the program has been a positive one from beginning to end. The professors who have worked with the Specialists, as well as the students who have been in classes with Specialists generally feel that the program has been useful and beneficial. However, many Specialists, professors, and students agree that there are some useful devices for improving the program:

Orientation: Orientation is necessary, especially for upper division and graduate students who find it difficult to

relate to minority persons in the role of the teaching specialist. Some orientation might also be necessary for the less open-minded younger students, although this is not regarded as a serious problem.

Publicity: The pubiicity procedures which operated during the first year of the program were inadequate for provision of full information to faculty. A center should be clearly identified where a file of interested professors, a list of eligible persons for Specialist roles, and reports from experienced professors should be kept. Such an information bank would be useful to professors and community persons alike who might wish to become involved in the Specialist program.

Building a Specialist Progression Ladder

As the title of this document indicates, the program did provide for an escalation of position based upon experience and previous training. One Specialist did become a Cultural Education Associate in the spring quarter of 1969 because he was able to share equally the full lecture duties with a professor. This was tandem teaching in the fullest sense, and indicated that non-degreed persons (the Associate was, in this case, in his final quarter of the sophomore year) can provide high-quality intellectual services for classroom students despite their own incomplete formal educations. The same Specialist was instrumental in the formulation of plans for a new ethnic studies department on the campus of the University, and is currently engaged as a staff member of the General College. His example is a fairly singular one in the history of the Specialist and Associate program, but it is assumed that further opportunities for the emergence and development of persons such as this would

result in more gratifying discoveries of highly exceptional individuals.

Program Continuation

On the basis of the formal research conducted during the first third of the Cultural Education Specialist Program, and on the basis of two succeeding quarters of experience upon which impressionistic data were gathered, it is strongly recommended that the Cultural Education Specialist and Associate Program be provided with funding for a second pilot development year. It is further recommended that each major division within the University be contacted at an appropriate level for acquaintance with the past year of the Program, and that central administration funding be provided on a pilot basis for those division wishing to participate in a second program year. Finally, it is recommended that a twelve-month ongoing research program of adequate scope and depth be funded so that complete data may be gathered over the full operating span of the second pilot year.

Should the program enter into a second pilot year, it would seem advisable to expand the input of Specialists beyond the Minneapolis Public Schools New Careers or 89-10 Elementary and Secondary Education Act aide - pool. An expansion of the Aide reservoir beyond the Minneapolis Public Schools would tap a considerable population of adult poverty-level persons who may have had up to several years of experience in such agencies as law enforcement, welfare, housing, health, and the like. An expansion of the input of Specialists and Associate applications would seem to favor the developing interest of departments not directly concerned with formal education.

Budgeting

Funds on the order of five thousand dollars were expended by the Center for Curriculum Development and the Center for Urban and Regional Affairs to support the program last year. A recommendation has been made by members of

the Center for Curriculum Development to increase the amount paid to Specialists and Associates over the present level of one hundred dollars per month. This suggestion is based upon an assessment of Specialist reaction to the funding level set for last year's program. Funding for the 1969-70 proposed program should therefore be seen in the light of an expanded salary level. While no firm suggestions have been made for the level of expansion, it has been proposed that a sliding scale of from between $150 and $200 per month be considered. This scale would enhance the salary picture for Specialists and Associates in two ways: it would raise the base level of pay, and it would provide for an increment of salary based upon experience and performance.

A P P E N D I X

RESEARCH ON THE USE OF CULTURAL EDUCATION SPECIALISTS AT THE U. OF MINN: HYPOTHESES AND VARIABLES, AND SUGGESTIONS CONCERNING OPERATIONALIZATION

The overall hypothesis is that the use of Cultural Education Specialists at the University of Minnesota will be an enrichment in the educational experience of all participants, including the Specialist, and thus of value to the curriculum of the University. This obviously involves a number of smaller hypotheses: that the Specialist has something to offer to higher education which cannot be supplied by the professor alone; that the Specialist is in fact sufficiently verbally competent to communicate his unique knowledge; and that students and professors are prepared to profit from the knowledge which the Specialist may impart or are at least capable of such profit. Broken down into variables which might shed some light upon the validity of such assumptions (here there will be some overlap), the operational problem looks like this:

I. From the Application: The Variable of <u>Selection Factors</u>

A. Demographic Factors as Selection Factors

1. Age
2. Sex
3. Marital Status
4. Number of Children
5. Ethnic Background

B. The Variable of Ethnic Identificaiton as a Selection Factor

C. The Apparent Ability to Communicate Ideas as a Selection Factor

D. Other Apparent Selection Factors, Such as Goals of the Specialist

II. Research Observations of Class

A. The Variable of the <u>Class Setting</u>

1. Socio-economic and ethnic makeup of the class
2. Subject of the class
3. Professor's general approach to the subject

B. The Variable of <u>Utilization of the Specialist</u>

C. The Variable of the Specialist's Competence

1. His knowledge of the subject
2. His organizational ability
3. His ability to communicate his ideas

D. The Variable of Student Reaction to the Specialist

E. The Variable of Working Relationship Between Specialist and Professor

F. Are there any observed relationships between Selection Factors and General Success in the Classroom (this being measured by the above variables)?

III. The Interview, Semi-Structured, with the Specialist

A. The Variable of Personal Fulfillment through Participation

1. Do the goals of the Specialist relate to this experience?
2. What were his reasons for participation?
3. Does he perceive that he has undergone any personal change, as in the conception he has of himself, through participation?

B. The Variable of Job Satisfaction, or Satisfaction with the Specialist Experience

C. The Variable of Utilization: The Specialist's Self Evaluation

D. The Variable of Selection Factors: The Specialist's Self Evaluation as to Why He Was Chosen

E. The Variable of the Specialist's Competence: The Specialist's Self Evaluation of his Job Performance

IV. The Questionnaire Sent to the Professor

A. The Variable of Perceived Value of the Program

1. Reasons for Participation
2. General feeling of the Value of the Program

B. The Variable of Selection Factors: a Formal Statement of How the Choice of Specialist was Made

C. The Variable of the Specialist's Personal Fulfillment as Seen by the Professor (See III.A)

D. The Variable of the Specialist's Job Satisfaction as Seen by the Professor

E. The Variable of Utilization of the Specialist: Formal Statement by he Professor of the Kinds of Work Done by the Specialist

F. The Variable of the Specialist's Competence as Seen by the Professor (See II.C)

V. The Questionnaire (Pre-Coded) Administered To Students Near the End of the Quarter

A. The Variable of Perceived Value of the Program: Opinion Concerning the Specialist's Unique Contribution to the Course

B. The Variable of Demographic Makeup as Affecting Response to Specialist (Age, sex, ethnic background, mar. status, occupation)

C. The Factors of the Respondents' General Feelings about the Course, and Personal Reactions to the Professor and Specialist, as Possible Biases or Intervening Variables

D. The Variable of Working Relationship Between Specialist and Professor, as Perceived by the Class

E. The Variable of Utilization of the Specialist in Class, as Perceived by the Class

F. The Variable of the Specialist's Competence as Perceived by the Class (See II.C).

I would like to note that I am at this time preparing questionnaires which include questions designed to measure all of the above variables, except in Parts I. and II. which are based entirely upon researcher bservation. In this regard I should say that I have obtained copies of all incoming applications, and have attempted elsewhere to summarize the selection factors involved in selection of the first three aides. I am also attending at least one class in which aides (specialists) are being utilized. This, together with working through of the design and keeping track of who is being hired, will be the prime task for the month of October. During November I would like to send out the questionnaires to participating professors, and begin in the latter part of the month the tape recorded interviews with the specialists (I anticipate this to be the most difficult because of problems in scheduling). Then hopefully during the last week of class before exams it will be possible to secure the cooperation of the professors and administer the (brief) pre-coded questionnaire to the students. Needless to say, although I will write up

as much as possible as I proceed, there will not be time to finalize the data and make conclusions before December 31, although I <u>will</u> attempt to do so on everything except the pre-coded questionnaire.

RESEARCHER GUIDELINE FOR SEMI-STRUCTURED INTERVIEW WITH SPECIALIST

(III.A.2) Why did you apply to work as a specialist? (Personal Fulfillment)

(III.A.1) What would you like to do, in terms of a career, if you are given the opportunity? (Personal Fulfillment)

(III.D) Why do you think (Prof.) chose you for this job? (Selection Factors)

(III.C) What kinds of things are you doing for (Prof.) ? (Utilization)

(III.E) How would you evaluate your ability? (In planning.... in presentation.... in general knowledge....) How does the class respond to you? (Competence)

(III.B) Are you glad you are participating as a Specialist? Why or why not? Do you think you have gained anything in terms of experience; if so, what? (Job Satisfaction)

(III.A.3) Do you feel you have changed as a person in any way since you became a Specialist? For example, are you more confident of yourself? (Personal Fulfillment)

RESEARCHER GUIDELINE FOR CLASS OBSERVATION

I. Review Application for Apparent Selection Factors prior to class (See I.A-D)

II. A Class Setting
   1. What is the apparent socio-economic and ethnic makeup of the class?
   2. What is the subject of the class (and does it relate to the Specialist's unique cultural knowledge, if any)?
   3. How does the professor approach the course (i.e., is it a lecture, or discussion--is it technical or academic or more informal,etc)?

   B. Utilization: What does the Specialist do; where does he appear to fit into the structure of the course?

   C. Competence of the Specialist
      1. What does he seem to know about the subject matter of the course?
      2. How well does he appear to organize his ideas?
      3. How well does he communicate his ideas?

   D. Apparent Reaction of the Students to the Specialist

   E. Apparent Working Relationship and Division of Labor Between the Specialist and the Professor: Do they seem to work together smoothly and in a friendly fashion?

   F. Does the researcher see any relationship between the apparent Selection Factors (such as ethnic group, area of residence or community identification) and the general success the Specialist has in the classroom (taking into account all of the variables examined above)?

Adams	Madison	Adult Basic
Bryant	Lyndale	Adult Ger.
Vocational	Lowell	Task Force (Christian Skjervold) Holmes
South	Irving	
Central	Hay	
North	Hawthorne	
Phillips	Harrison	
Jefferson	Hall	
Franklin	Greeley	
Willard	Grant	
Whittier	Emerson	
Webster	Corcoran	
Sheridan	Clinton	
Lincoln	Calhoun	
Seward	Agassix	
Pratt	Lincoln Lrng.	
Motley	WOC	
Mann	Sanford	

September 6, 1968

I hate to bother you at the opening of school so I will try to be brief:

1. The University of Minnesota is cooperating with the Minneapolis Public Schools in a new and exciting endeavor. In order to make certain courses for teachers and others more meaningful and relevant, the University has established a Colleague position, with pay, which will be filled by Minneapolis Public School aides. The final selection will be done by individual professors. The aides will continue their work with us since this new position will be part-time.

2. We must identify persons who are qualified to provide services based upon their life experiences as minority persons or nonminority persons who have experienced poverty. I leave it to your judgement to identify those aides from your staff who are potential participants. Your referral will be confidential, in that it will not be mentioned in future contacts with the aides.

3. Speed is essential since several will be employed for the fall quarter. Please fill out the attached sheet and send the names to me as soon as possible. Thanks for your help.

Sincerely,

Fredrick V. Hayen

P.S. These aides will be assisting the professors in a variety of ways; i.e., planning, keeping course content realistic, participating in seminars, guiding field trips, etc. Do not try to be too selective; the final selection interviews with Univ. staff can take care of that.

F.

RETURN TO: Fredrick V. Hayen, Consultant
School Administration Building
807 Broadway N.E.
Minneapolis, Minnesota 55413

I refer the following for the University Colleague file for further consideration:

Name	Race: Negro	Indian	Other (specify)	Caucasian
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____
6. _____	_____	_____	_____	_____
7. _____	_____	_____	_____	_____
8. _____	_____	_____	_____	_____

9-6-68

School_____

MINNEAPOLIS PUBLIC SCHOOLS
Special School District No. 1
School Administration Building
807 Northeast Broadway Minneapolis, Minnesota 55413

Fredrick V. Hayen
Consultant for Teacher Aides

September 11, 1968

Dear School Aide:

Attached is a questionnaire that needs some explanation. The University is interested in employing some of you for a few hours per week to assist in planning and carrying out class activities for other university students. You have been suggested as one who has unique life experiences which would be of value to the University staff and the student population.

If you choose to fill out this questionnaire and return it to me, it will be put on file at the University for the professors to review. They will then contact the aide or aides of their choice and will interview for the position. You may refuse to be interviewed or to accept the position if you desire. If you are interviewed and employed, it will mean:

1. You will get paid from the University for your services.
2. You will still be an employee of the schools and we simply want to know of your selection so that we can help to arrange your work time and other obligations in the best way possible.
3. You will be making a significant contribution toward your own career in education and toward the University of Minnesota in this excellent effort to improve its program.

I hope to receive your completed questionnaire soon and wish you the best on this new ventere.

Please call me it you have questions.

Sincerely,

Fredrick V. Hayen
Consultant for Teacher Aides

APPLICATION TO WORK AS UNIVERSITY COLLEAGUE
Please fill out completely

Name _____

Address _____

_____

Home Phone _____ Age _____

Marital Status (please check one): Number of Children _____

_____ Single
_____ Married
_____ Separated
_____ Divorced
_____ Widowed

Please indicate your ethnic background by checking as many spaces as necessary:

_____ European
_____ Afro-American
_____ Indian-American
_____ Mexican-American
_____ Other (please specify) _____

Do you feel that you are a part of an ethnic community in Minneapolis (or elsewhere), or that you have special knowledge of the culture of an ethnic community? (For example, did you grow up on a reservation, on the Minneapolis North Side, in the rural south?)

_____ Yes
_____ No

If so, what community?

_____

Where do you work now and what is your job title? (For example, Greeley Elementary School Teacher Aide)

_____

Do you feel that time and health factors would permit you to take on the additional responsibility of working with university professors?

_____ Yes
_____ No

What are your career plans for one year from now?

_____

_____

What is your eventual career goal?

_____

_____

What community activities and organizations do you take part in? Briefly describe what you do for each.

Why should community people teach at the university?

If you were to teach at the university, your knowledge and ideas about your community would be needed. What ideas do you think would be important to put across? Please consider and summarize your answer so that it is limited to the space below. You need not include everything--just one or two things you think more people ought to be aware of.

PROFILE OF SPECIALIST APPLICANTS

N=20 applications

	Age	Sex	Marital Status	Ethnic	Identify with Ethnic Community?	Active in Community? (Aside from Church)	Career Goal
Twenties	2						
Thirties	11						
Forties	5						
Fifties +	1						
Male		6					
Female		14					
Single			2				
Married			9				
Separated			2				
Divorced			4				
Widowed			1				
White				5			
Black				14			
Indian				0			
Indian/Black/White				1			
Yes			18				
No			2				
Yes					16		
No					4		
Social Work						6	
Teaching						9	
AA degree						1	
Not definite						1	
Teacher aide						1	
Counseling						2	

UNIVERSITY OF MINNESOTA
CENTER FOR URBAN AND REGIONAL AFFAIRS
OFFICE OF COMMUNITY PROGRAMS
MINNEAPOLIS, MINNESOTA 55455

September 13, 1968

TO:

SUB: Cultural Education Specialist Pilot Program

FROM: Art Harkins

On July 26, 1968 a meeting with many of you was held involving representatives of the University, the State Department of Education, the Minneapolis Public Schools, and the Minneapolis New Careers Program. Participants discussed ways through which minority community persons could provide sustained inputs to university classes, seminars, social lab courses, etc.

A fall quarter pilot program has been supplementally funded by the Curriculum Development Committee. It allows for up to twelve minority persons in the Minneapolis Public Schools aspect of the New Careers Program to spend 8-20 hours per week on campus as tamdem teachers with regular University faculty.

It was proposed that the University of Minnesota employ selected New Careerists as Cultural Education Specialists for general engagement in on-campus learning processes, and that the Specialists be paid by the University for their services.

Many New Careerists are highly articulate and knowledgable about minority city life. All New Careerists are poverty-level adults who spend twenty hours per week in the employ of a human services agency, and twenty hours per week attending classes at the University. Their books, tuition, and salaries (to 50%) are provided by Federal funds, while "user" agencies supply the balance of salary. The University would pay Specialists up to $100.00 per month over their regular cumulative salaries. Thus, the Minneapolis Public Schools would be donating minority teaching services to the University--a profound evidence of commitment to higher education.

All participants agreed that specific use of the Specialists should be up to individual faculty members and their Specialist associates. Evaluation of the tandem teaching experience, it was also agreed, should be up to each faculty person, his departmental peers, and the Specialist. Additional research assistance for the total pilot program would be provided by an Research Assistant hired for this purpose.

Attached are forms and letters used by the Public Schools to gather information for faculty use in selecting a Specialist for team teaching. (They are provided here for informational purposes).

How--and if-- Specialists will be used depends entirely upon individual faculty members. A file on all candidates will be available on or before 23 September at the Center for Curriculum Studies, 157 Physics (3-4537). Individual contracts specifying services agreed upon by the faculty member and his Specialist associate will be drawn up upon request.

Please direct questions and comments to me at any time (373-3491) or to Jim Werntz (373-4537).

CODING KEY

Col. 1,2 Time Given By Quarter: See Coding Book

Column Row

Time Given { 1.____ 2.____

I.D. No. { 3.____ 4.____ 5.____

Course { 6.____ 7.____

Age { 8.____ 9.____

10.____

This questionnaire concerns the Cultural Education Specialist who worked with your professor this quarter. We are interested in finding out how the services of community people can best be utilized in the classroom. Please answer all questions with your own opinion. No names will be revealed by the research team; we use these names only to prevent duplication and error in tabulating.

Name Col. 3,4,5 I.D. Number

Title of Course Col. 6,7 Course Key

Your age Col. 8,9

Sex: Col. 10

1 Male
2 Female

11.____ Marital Status: Col. 11

1 Single
2 Married
3 Separated
4 Divorced
5 Widowed

Please indicate your ethnic background by checking as many spaces as necessary:

12.____ 1 European-American Col. 12
13.____ 1 Afro-American Col. 13
14.____ 1 Indian-American Col. 14
15.____ 1 Mexican-American Col. 15
16.____ ____Other (please specify) Col. 16 Code after seeing data

What is your occupation, or your intended occupation? Col. 17

17.____ Code 1 through 7 according to Coding Book

Do you feel that the Specialist had some unique knowledge to contribute to this course? Col. 18

18.____ 1 Yes 2 No

If so, was this knowledge in the area(s) of:

19.____ 1 textbook or lecture materials Col. 19
20.____ 1 a cultural community or ethnic group in this country

21.____ 1 sensitivity to human behavior Col. 21

22.____ ____ other (please explain below) Col. 22 Code after seeing data

1 = improving education in the inner city.

23.____ Did you like this course? Col. 23

1 yes 2 no

24.____ Did you like the Specialist as a person? Col. 24

1 yes 2 no

From your observation of class, do you think the professor and the Specialist had an efficient working relationship in the sense that each contributed from his own special area of knowledge?

25.____ 1 yes 2 no Col. 25

From your own observations of class, please indicate below which of the following areas the Specialist worked in. Please mark all the blanks, using one of these four symbols:
F for "frequently" = 1
O for "occasionally" = 2
N for "never" = 3
D for "don't know" = 4

26.____ 1 thru 4 curriculum planning, or overall course design Col. 26

27.____ 1 thru 4 organization of class materials or lecture notes Col. 27

28.____ 1 thru 4 participation in class discussions Col. 28

29.____ 1 thru 4 presentation of lecture Col. 29

30.____ 1 thru 4 advising students or discussing course problems outside of class hours Col. 30

31.____ 1 thru 4 administering or grading tests Col. 31

32.____ 1 thru 4 any other: please explain below. Col. 32

33.____ Col. 33: other type of work, code after seeing data

1 = stimulating awareness

34.____ How would you rate the overall competence of the Specialist in your course? Please check one.

1 excellent Col. 34

2 good Col. 34

3 average Col. 34

4 fair Col. 34

5 poor Col. 34

____ other (please explain below) Col. 35, code after seeing data

1 = as making a unique contribution to the educational system

Summary of Findings from the Student Questionnaire

1. N = 36
2. Time Given: Fall Quarter, 1968
3. Course: History of Education 90, The School and Society
4. Age Range: Persons ranged in age from 20 through 39; the mean age was 23.5. In fact over half of the class was just 21 years old.
5. Sex: About 78 per cent of the class was female, with only 8 males.
6. Marital Status: Sixty-nine per cent of the class is single. Eleven persons are married. No one is divorced, separated or widowed. I might add that this is in sharp contrast to a class of New Careerists, where many persons would fall in the last three categories.
7. Ethnic Background: Everyone in the class is of European descent--again in contrast to the New Careerists from whom Specialists were chosen, nearly half of whom are black.
8. Occupation or Intended Occupation: All responses fall in the "professional" category. Since this is a course in education, most students intended to be teachers, who are rated with a "2" or "3" on the North Hatt status scale (ranging from a high of "1" to a low of "7"; see Coding Book).
9. Specialist's unique contribution to the course (Variable: perceived Value of the Program): <u>All</u> respondents felt that Specialists did have a unique contribution to make to this course. One person, however, qualified his answer by adding that too much time was taken up by the Specialist. In terms of the <u>area</u> in which the Specialist contributed, only two persons felt that the contribution was in terms of "textbook or lecture materials." However, 31 persons--eighty-six per cent of respondents--felt that a contribution was made through the Specialists' "sensitivity to human behavior." And the same number of persons felt Specialists had knowledge to contribute concerning "a cultural or ethnic group in this country." One person also wrote in that he felt another contribution made by Specialists was the "improving of education in the inner city schools."
10. Possible Intervening Variables: The extremely low negative response on items which the researcher felt might tend to influence students' opinions seems to warrant a conclusion that no apparent significance can be attached to the animosities of students as intervening variables. (See Coding Book for more complete discussion).
11. Utilization of the Specialist in Class, as Perceived by the Class: The greatest concurrence of opinion was that Specialists <u>frequently</u> participated in class discussions. The greatest division of opinion was over

"presentation of lecture." One third of the students felt that the Specialists never did this while over half felt that they did, at least occasionally. This discrepancy can be explained, however, as a matter of interpretation: some students might consider "presentation of lecture" to mean leading the class in the professors' absence, which both of the Specialists in fact did. Most students felt that Specialists did not administer or grade tests. On the other items, which were: "curriculum planning or overall course design," "organization of class materials or lecture notes," and "advising students or discussing course problems outside of class hours," response was generally low or "never." However, it was about evenly divided otherwise between "don't know" and some indication that the Specialist did work in the area.

12. Overall Competence of the Specialist, as Perceived by the Class:
Over half (fifty-two per cent) rated the overall competence as "excellent." Another thirty eight per cent rated competence as "good." Only two persons rated competence as "average", and no one rated competence as below average. In addition, one person wrote in that he felt the Specialists were making a unique contribution to the educational system.

N=36

FREQUENCY DISTRIBUTION

Column	Row: 0	1	2	3	4	5	6	7	8	9	blank
1,2		36									
6,7		36									Col. 8,9: see next page
8			32	4							
9	1	21	5	1	2		3		1	2	
10		8	28								
11		25	11								
12		36									Col. 12-16: see next page
13	36										
14	36										
15	36										
16	36										
17		1	20	15							
18		36									
19	34	2									Col. 19-22: see next page
20	5	31									
21	5	31									
22	35	1									
23		33	3								
24		36	0								
25		35	1								
26		3	15	4	12						2
27		3	14	2	16						1
28		32	3								1
29		8	15	12							1
30		6	9	2	18						1
31				17	18						1
32		1									35
33		1									35
34		19	14	2							1
35		1									35

Columns 8,9 - Age

Row:

20	21	22	23	24	26	29	36	38	39
1	21	5	1	2	1	1	2	1	1

Columns 12-16 - Ethnic Background

Row:

10000
36

Columns 19-22 - Specialist's unique contribution

Row:

0000	1000	1100	1110	1111	0111	0011	0001
	1		1		1		

0110	0100	0010	1001	1101	1011	1010	0101
25	4	4					

PROFESSOR COOPERATION

Name_____

Specialist_____

1. Are you using _____'s services during class time?

_____Yes

_____No

If yes, what are the class hours and where does it meet?

May I attend a class, and if so, would you prefer that I come on some specific date?

_____Yes, I may attend

_____You prefer that I not attend

_____ Date you prefer

2 If your Specialist does participate in class this quarter, would you object to the administaation of a questionnaire (taking 5 or 10 minutes) to your stu.ents sometime ar@und the end of the quarter?

_____Yes, you would object

_____No, you would not object

If you would not object, would you be willing to administer this questionnaire yourself, at your convenience?

_____Yes

_____No

Or would you prefer that I come to class to administer it? (If so, check below)

_____

If you would like for me to come, please specify the date, hour and place most convenient for you:

_____ Date

_____Hour and Place

THANK YOU!!!

PROFESSOR QUESTIONNAIRE: DECEMBER 1968

Your Experience with a Cultural Education Specialist

We are attempting to document the successes and failures encountered in the use of community persons in coursework at the University. We would like to know such things as: what kind of Specialist is most effective, and what kind of course is most conducive to use of Specialists? We hope this research will be useful in the future to those professors considering the merits of the program.

Please take the time to fill out this questionnaire and return it to Nancye Belding, 209 Clay School, West Bank. Thank you--your help is greatly appreciated.

Why did you decide to use a Specialist in your class?

What do you see as the primary value(s) in utilizing Specialists at the University?

Please list the factors involved in your choice of _____ _____ as Specialist:

In your opinion, of what overall value has this experience been to _____ _____ --in terms of his career goals, if he has talked to you about this, or just in terms of his apparent feelings about himself?

How would you rank _____ _____'s satisfaction with his experience as Specialist so far?

____very satisfied
____satisfied
____neutral
____not satisfied

____other (please explain)

Please indicate the kinds of work which were done by your Specialist this quarter using the symbols "F" for frequently and "O" for cocasionally, and also evaluate his competence as you see it in those categories you mark. Feel free to add any contribution you think he made which is not listed.

_____ Curriculum planning, or overall course design

_____excellent
_____good
_____average
_____fair
_____poor

_____other (please explain)

_____Organization of class materials or lecture notes

_____excellent
_____good
_____average
_____fair
_____poor

_____other (please explain)

_____Participation in class discussions

_____excellent
_____good
_____average
_____fair
_____poor

_____other (please explain)

_____Presentation of lecture

_____excellent
_____good
_____average
_____fair
_____poor

_____other (please explain)

_____Advising students or discussing course problems outside of class hours

_____excellent
_____good
_____average
_____fair
_____poor

_____other (please explain)

_____Administering or grading tests

_____excellent
_____good
_____average
_____fair
_____poor

_____other (please explain)

_____Any other: Please explain below and make your evaluation.
(And thank you again for cooperating.)

August 19, 1968

MEETING ON NEW CAREER AIDES IN THE COLLEGE CLASSROOM
9 Oclock, August 12, 1968
Training Center for Community Programs

Minutes

Present were:

Miriam Cohn, Associate Professor, Social Work
Ted Campbell, Assistant Director, Department of Independent Study
Fred Lukerman, Assistant Vice President, Academic Administration
Andy Whitman, Assistant Professor, Finance and Insurance
Gisela Konopka, Professor, Social Work
Sally Flax, Research Fellow, Training Center for Community Programs
Jim Reeves, Assistant Professor and Associate Director, Student Activities Bureau
Roger Clemmence, Associate Professor, Architecture
Honsi Iskander, Assistant Professor, Architecture
Marcia Edwards, Associate Dean, College of Education
Joanne Samuels, Dental School
Doug Wallace, School of Social Work
David Martin, Human Relations Task Force, Minneapolis Public Schools
Mr. Skjervold, Human Relations Task Force, Minneapolis Public Schools
Jerry Bennett, School of Education
Dick Woods, CURA
Arthur Harkins, CURA

HARKINS: The University is aware of the problems of getting minority faculty. It's a problem that is going to take decades to deal with. It's a problem that can't be dealt with through the normal licensing procedures of acquiring faculty through the degree system. We thought that there might be ways to get people on staff in teaching roles, course creating roles and course evaluation roles much more quickly than through licensing procedures. We already have had knowledge through personal experience and speaking with certain New Careerists. These people were qualified as bearers of knowledge about at least their own minority communities and often about more wide-range topics. We have seen some of them at work in classes of our own, and we have heard from others of their work in other realms, chiefly in the public schools.

We wondered if it wouldn't be possible to think of a way, a simple mechanism, that could bring these people immediately

on campus to put them in some kind of juxtaposition with professors and allow them to work in the various ways before mentioned. We brought this up to the New Careers people, and the response was good. We brought it up to the Minneapolis Public Schools, and specifically to Mr. Hayen, who is the New Careers liason. It was suggested that the University borrow, as it were, from the public schools, New Careersits and 89-10 aides, who could work with faculty in a peer role. A careful selection process needs to take place so that the people selected would have the expertise they are presumed to have, as well as the ability to relate with a faculty person and hopefully with the students.

Administrative personnel within the University corroborated the general notion of a pilot program like this, and suggested certain mechanical ways that these people could be brought on the staff. One suggestion was that if they were involved in General Extension Division courses, and they will be, that they be paid as consultants over and above their New Careers or 89-10 aide salaries.

We went further with this idea, and talked with Jim Werntz, director of the Center for Curriculum Studies at the University and asked whether these people could, as an incentive, be paid if they were involved in GED courses. Funds were made available for approximately $100 per month increment over and above their normal salaries.

Therefore, we are suggesting that black people, Indian people and poor whites be involved in this program, final selection being made by a faculty member. Initial screening would be done by a committee of other people having a particular knowledge relevant to that course as judged by the individual faculty member and to the students as well. They would be brought into the University structure on a temporary basis as lecturers, and perhaps through the mechanism of regent's approval. They would be regarded as peers of faculty, not as aides or as consultants, for the period of their employment.

DR. EDWARDS: When you say, "not regarded as consultants", it still might be that these people could be called consultants.

HARKINS: Correct.

DR. EDWARDS: In our area there are a good many consultants, brought in for a week or two weeks. But the person is listed under the agreement as a consultant but he actually isn't. He can be called a peer of the faculty member, or a group specialist

for his particular area. And partly the way we got into this in the college of Education Office is through talking about setting up H. Ed. 110--a cultural education class in Extension, mainly for teachers which might relate to Indian affairs. We also have work required of all our seniors called H. Ed. 90 (School and Society). It seems, therefore, that we have two natural areas in which it is perfectly logical to use people from a variety of backgrounds. We thought it woul be useful if appointmrnts were set up through central administration people on a simple contract agreement.

MAN: I think the easiest method is the suggestion of a consultant-ship.

DR. EDWARDS: These people may be called consultants for University purposes but would not have to act as a consultant.

HARKINS: Well I think Fred was going to bring a list of names today as possible starters for people who might be considered cultural education specialists.

MAN: Can you give us an idea of potentially what sort of Indian, black or white person there might be in each type of category we would choose from?

HAYEN: Let me give you a little background of the difficulty here. Identification of people by race is one thing the Minneapolis Public Schools are pretty sensitive about. We do have the right to identify people in the New Careers program by race, as a special dimension of the program itself. It's limited to 115 participants. We have had as many as 10 Indians in this group, but we have a very bad record of holding them in their jobs as Indian aides. At the present time we have about five, of which at least three of them are racially-mixed Indians--Indian-Negro, Indian-Negro-White. I think it's a matter of which population they identify themselves with, and I'm not certain in all instances. Two of these three I have not talked with about this particular position, though I'm certain in my mind that they will be good candidates and that they will be interested. One of them is a non-New Careers aide. I have the feeling, however, that we have a great many more Indians in our program that we aren't able to identify right now. We're tooling up now for an additional 650 people, over and above the New Careers program this fall. We know there are a large number of Indians in that group. Now the problem is identification without going

back to any kind of records that are kept this way. We have to go back to the school, have them identified, make individual contacts, and so forth. Some of the principals are not on duty until Aug. 19, so we can't make an initial contact until that time.

As far as the Negro minority group, we have great numbers of these, and some very excellent candidates. I have with me a list on which we've got at least 6 prime candidates. One is a mixed Negro-Indian who identifies himself with the Negro population, two are Indians, and the other three are negroes. Any of these people are prime candidates, and these others have been contacted. And this is just a beginning.

KONOPKA: When you say they're excellent, just what do you mean?

HAYEN: They represent very well their community. They identify with their community, they live there, they know the area, and they have been able to communicate with a very middle-class institution in the schools. They've done a good job for us, and taken on added responsibilities such as speaking to new teacher groups.

HARKINS: What kind of mechanism would you suggest to get individual faculty in contact with either these people or some office by which they could be contacted?

HAYEN: We have approached these people about this possibility.

HARKINS: How many do you have here?

HAYEN: Well, I guess we have here about 22. There must be about 20 that we have actually talked to that show interest. We have alot more, some of whom I think would be quite good, whom we have contacted, but they already have commitments. You must understand, many of our New Careerists do have outside jobs, as consultants to YMCA, or something like that. They're doing all kinds of additional services right now. I don't think we really need to be too touchy about the way the contacts are made, because these people are getting to be quite worldly about these things, I think it's a matter, of whether they can find where to go to meet whoever it is wants to meet them.

DR. EDWARDS: However, again I think it ought to be a gradual process. Start with a few courses this fall and build up where other faculty can do this also. I assume that Mr. Werntz is going to want

some pre-planning on how to evaluate what goes on.

KONOPKA: I have some questions. One is, what is the expectation of the person who comes in? I am thinking of both areas--the consultants and the teachers. In some courses, it's difficult to work with two teachers; it's even difficult for other faculty members. Is the expectation that it is a large class and you take on one half, and you are the only teacher in that class? Or is the expectation more that you are called in to kind of participate in the classroom? I'm having some seminars, where I could use somebody, but that would be more in the interchange of discussion. The second thing is, what is the expectation for the future? If these are people who are used right now to be teachers, is there anything in it that they can continue being teachers? Do they expect that, or is it just a stopgap kind of a thing that they do while they carry other jobs?

HAYEN: Let me try to answer. I think this is one reason why Art has focused in on the New Careerists. I don't know if there is a general understanding of what the New Careers program is, but it actually is a process whereby you build a ladder below where there is a normal entry to a profession. What it does is effectively screen out certain groups of people. You build a ladder down so that new people can climb on this ladder. Then you structure the program in such a way so that there are career opportunities of service that have not existed before in that particular agency. In the Minneapolis schools, for instance, there are aides and assistants to teachers. And this is structured into the basic personnel pattern of the insitution itself as a permanent piece of this pattern. But then these people coming in may move all the way through the ladder and eventually become professionals.

KONOPKA: That is exactly my question. Would that be possible at the University and is that the expectation?

HAYEN: Some of them, the majority of the people I'm speaking about here, expect to eventually become professionals on a staff level with us.

HARKINS: How they are used depends, of course, upon individual faculty. I think if you structure it out too much in advance in this pilot program context, and give precise utilization schemes, you'll discourage alot of faculty from making use of these people.

DR. EDWARDS: I think though, Art, it might be well to indicate whether that person might be working with a small discussion group, or be actually a team-teacher with you, both of you being there for an

entire session of the class but you still being clearly in charge because the entire department is involved. You do need to clarify certain implications to these people such as the faculty member is in charge of the class even though the specialist might be team-teaching with the faculty member.

HARKINS: This will have to be very clearly identified to them because they're going to come in with very unclear ideas of what their role is.

DR. EDWARDS: Secondly, you have to make it clear that this is not a side route into a full-time professional job at the University, although there might be cases where this happens.

HARKINS: Part of the notion here obviously is to question the licensing system of the University, because, I suspect that it's too rigid. It's roughly similar to the exclusion techniques practiced by the welfare structure, and by others, such as the public schools. And some way should be found to legitimately bring in more people who can contribute to certain types of courses, in spite of the lack of licensing on their part. It may have enough success that in certain courses we observe, creation of new positions in the University for non-licensed people would become a necessity.

DR. EDWARDS: I think you need to exercise extreme caution in this, because expectations in the minds of these people that are not now there, will be raised.

HARKINS: We also have, besides teacher aides, what we call school social worker aides who work with a professional social worker.

LADY: Now that we have a New Careers program in the public schools is there any reason why we can't have a New Careers program on the college level?

KONOPKA: This is really what it means.

HARKINS: There are many sociology subdivisions that are natural areas. For that matter urban ecology areas are natural, social work is natural, etc. I would like to caution one thing for any professor who is considering utilizing one of these people or more in his program. Have some very clear-cut ideas, though they may be wrong, at the outset on what he or she may expect. But under no circumstances approach this as a window-dressing operation because if there's one thing that they will see through and that they will resent, it will be that.

MAN: I have one question. Are these people going to leave their jobs and come here?

HAYEN: No, they will be continuing as a New Careerist but assigned to work at the University.

MAN: This will involve alot of studying.

HAYEN: The typical New Careerist attends the University half-time and works for us half-time. He takes courses in General College or in some other division, depending on what his needs are. He may not have yet graduated from high school--most of them have--, but would be enrolled.

MAN: When he gets all these courses and graduates, he will never just become an aide for a teacher? He will have to quit his job there and seek out a job according to his credentials?

HAYEN: No, he will then have a full-time job with us as an aide for a teacher, and then may continue his studies to become a professional, if he hasn't already done so.

FIAX: If the University is to adopt a New Careers program, as suggested, the way the program operates now is that the employing agency, pays the tuition for this person's ongoing education.

HAYEN: You see, we are entering our second year, of the New Careers Program funded federally and with joint funding by local agencies. At the end of two years, the guarantee that we make is that these people will have a full-time position with us. It is our job to establish this full-time position at whatever level of training they are coming to at that time. Some of them will have perhaps completed their bachelor degree and will be ready for teaching. It all depends on where they started in the program, where they were in their education when they started. Most of them will be at a level around one or two years of college. Though they are attending part-time, they can't carry a full load. Now it's our responsibility as we see it to guarantee them a full-time position in the schools as an assistant to a teacher and then if they wish to continue their education to assist them in whatever way we can. We are preparing and designing new programs right now, beginning a year from now, to carry them on. I would see that their association in this kind of program would be ideal, where they can continue 1/2 or 3/4 time and the other part here. Actually what we are doing is loaning the Universtiy 22 full-time New Careers aides.

DR. EDWARDS: If we did have a New Careers program say with 5 of them being graduate students, then that would be their training, paid for by the New Careers program. Of course I'm talking about large numbers, but for those who were excellent, there still would be no indication that the fact that they helped you out in the class was going to get them a full-time job.

HAYEN: And yet the University would have to look toward this. If we loaned a person to you for let's say three years to the extent that most, if not all, of this New Careers time was spent with the University, then he's not likely to expect a full-time career with the public schools but he's more likely to expect something more or less full-time with the University. Unless the University is at least anticipating this, I would think three years from now, two years from now, four years from now, we could be in some difficulty.

MAN: It seems to me in terms of this kind of design the New Careers concept--that the University begin this kind of thing at the end of the present New Careers program and pick up those graduates, who are highly successful. Work out then some kind of joint operation or a full-time New Careers operation that would carry them on while they're continuing work on their bachelor degree, at which time they would be free to go either way. They could either go with the University, or if they have a teaching certificate, return to the schools.

KONOPKA: You seem to be offering three different kinds of possibilities. One person is in your program, with the goal of becoming a teacher's aide and is loaned to the University. Right? That's one way. The other would be a person whose goal is perhaps in the long run entering the University, but he goes first through that which we described. Then maybe the University opens up something that is like New Careers in University training. I was also thinking of a third one, of someone just beginning in New Careers, and not knowing his goals yet.

HARKINS: Sometimes we have a heck of a lot of kids who never taste college, who are middle-class, and who don't want it.

KONOPKA: That's okay, they're not the ones we're talking about right now.

HARKINS: But this doesn't mean, it seems to me, that the college has to reject them as resources.

MAN: How rigid is the University structure today? Are there bylaws established that a person who doesn't hold a bachelor's degree can't teach here?

GENERAL RESPONSE: I don't think so.

MAN: For instance, a person who holds a special capacity within the business world can come in, work, teach one course, or something like that on a regular basis.

DR. EDWARDS: We have all sorts of part-time arrangements like that.

MAN: Fred, as I understand this, when you talk to these people, you really approach them from the Minneapolis Public School's point of view?

HAYEN: We have indicated that the University has shown an interest in this type of expanding services and that they plan to offer in a given course more focus and identification through the use of minority persons as instructors along with the faculty member. And they have shown an interest. We feel that at this point now, the mechanics of how this can be done must be worked out. We agreed that the final selection would be that of the individual professor. Now there may be some kind of preliminary information that we might be able to collect that would help them to be able to identify which kind of background experience they would have. With our New Careerists this is much easier than with others. But we shouldn't necessarily feel that all the good people are in the New Careers program.

They first have to be identified as low-income. They have to qualify as a poor person, live in Hennepin County. They have to make their application to the New Careers office where the training project is done and then they are referred to the various agencies for acceptance. The only new applicants we accept now are to fill vacancies for the certain amount of turnover that exists. The turnover is generally within 20% of the program, you get 80% of the turnover within that 20%, where the other is pretty good at holding a job.

MAN: Would these people be in danger, with their new $100-a-month raise, of no longer being poor?

HAYEN: Automatically when they come on New Careers they lose their status of being poor. If they don't, we should be ashamed of ourselves.

MAN: What I would like to see is the University move as rapidly as possible for instance in recognition and these other factors. But I think at the outset, there has to be a certain flexible base with which you begin. Otherwise, if you're committing yourself to an

to an unknown, nobody will come in. I would much rather see you get into it and find you want to get into it more because you find it successful, than to deny admission simply because you want to establish some kind of rigid structure to start with.

CAMPBELL: We could identify the people as they come in racially. We can identify them, and perhaps have them give us some kind of a background history in writing that could be submitted to a central place. Would this have any benefits, do you think?

MAN: There should be someplace here where this material could come in and be funneled so it's convenient for those who are interested.

HAYEN: The minimum age for New Careers is 22 and there is no upper age. We have one that's 55 years of age. In the other program, a minimum age of 18, we have no upper age either.

MAN: Do they generally come from the near north side?

HAYEN: They come from their own school communities. We have 27 schools in our target areas, and they come right out of their own communities, work right in their own community school.

HARKINS: Well, I guess it's up to us to establish some kind of agreement here in this office and whatever other office may be involved to set up some kind of profile format on these people.

DR. EDWARDS: Each individual faculty member could automatically become part of the committee when his area was being discussed.

HAYEN: The thing you want to recognize is that we do pay a percent of their training stipend. For instance, if they're carrying 7 college hours, we grant them the equivalent of 21 hours of training time for this. So that actually they are not in 21 hours of actual class-time. Then they work 19 hours, making it 40 hours, (21 and 19 is 40). They aren't necessarily tied up as much as 40-hours on the job.

HARKINS: I think the question is, if they were used whatever number of hours per week at the University, they would have a reduction in their time somewhere else.

HAYEN: If we get down below 15 hours a week commitment we have a problem.

DR. EDWARDS: So really, their job as cultural specialist can only be 5 hours a week if it's going to come out of their role as aide.

HARKINS: In the case of H.Ed. 110-A, the course was requested by the public schools because there is no such course now on the books anywhere within the University. It was requested for teachers already teaching Indians in the system.

MAN: You're going to use these New Career aides for that course?

HARKINS Absolutely. The use of two New Careers Indian persons in this course is absolutely crucial, because no one knows what the urban Indian situation is these days, at least in education. The idea here is to trade off, it seems to me. The use of H.Ed.110 A,B, and C, as not in-service University offering, but a course offering at the graduate level for inner-city teachers. Simply this is something that isn't going to be done in the entire curriculum without this kind of people to give the kind of twist to the course, at least partially, that the teachers can understand on a practical basis. Because no one here, I think at least in the two or three ethnic groups under consideration, has that kind of knowledge. So in fact, it's a direct input from the New Careers and right back into it. Any program that comes in temporary, when it proves itself it moves from temporary to permanent, if the program is worthwhile. If it isn't good enough, it shouldn't go to permanent. It's up to the program to prove itself.